





**New Mexico Early Learning Guidelines:**  
Birth through Kindergarten

July • 2014

**Infant and Toddler**  **3- and 4-Year-Olds**  **Kindergarten**

A collaborative effort of the New Mexico State Children, Youth and Families Department, Department of Health and Public Education Department.

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## New Mexico Early Learning Guidelines: Birth Through Kindergarten



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Children, Youth and Families Department,  
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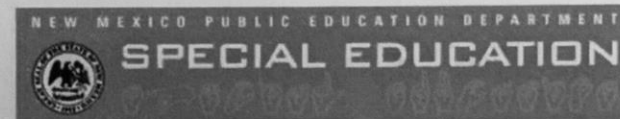
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## New Mexico Early Learning Guidelines: Birth through Kindergarten

Infant/Toddler Early Learning Guidelines  
3- and 4-Year-Old Early Learning Guidelines  
Kindergarten Early Learning Guidelines

# *New Mexico* *3- & 4-Year-Old* *Early Learning Outcomes* *2009*



DRAFT July 2009

## Introduction to the Early Learning Guidelines for Infant and Toddlers

### Organization and Structure

The **New Mexico Early Learning Guidelines for Infants and Toddlers** are divided into **five domains** or areas of development. The domains reflect universal aspects of infant and toddler development. Regardless of ethnicity, language exposure, tribal affiliation, religious upbringing, or environmental differences, all infants and toddlers grow and develop within these domains.

Within each domain, components are identified. Then, within each component, indicators paint a picture of how infants and toddlers perform in relationship to those components. All of the domains are interconnected and encompass the development of the whole child. Even though the titles of the **Infant and Toddler Domains** differ from those in the **Preschool and Kindergarten Early Learning Guidelines**, the **Infant and Toddler Domains** provide a strong developmental foundation that represents the competence of infants and toddlers as they grow and explore the world around them.

#### DOMAIN 1 Beginning to Know About Ourselves and Others

- Components:
- 1 ▶ Self-Regulation
  - 2 ▶ Self-Awareness
  - 3 ▶ Relationships with Adults
  - 4 ▶ Relationships with Peers

#### DOMAIN 2 Beginning to Communicate

- Components:
- 5 ▶ Listening and Understanding
  - 6 ▶ Speaking and Communicating
  - 7 ▶ Early Literacy

#### DOMAIN 3 Beginning to Build Concepts

- Components:
- 8 ▶ Exploration and Discovery
  - 9 ▶ Concept Development and Memory
  - 10 ▶ Problem-Solving and Use of Symbols

#### DOMAIN 4 Beginning to Move and Do

- Components:
- 11 ▶ Large Motor
  - 12 ▶ Fine Motor
  - 13 ▶ Self-Help, Safety, Health, and Physical Well-Being Skills

#### DOMAIN 5 Approaches to Learning

- Component:
- 14 ▶ Curiosity, Initiative, Creativity, Persistence, and Problem-Solving



*The social interactions between educators, family members, and other children form the basis for the development of language and trust.*



**DOMAIN 1 ▶ Beginning to Know About Ourselves and Others**

**Component 3 ▶ Relationships with Adults**

The infant/toddler develops secure and trusting relationships with adults.

**Indicators**

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows responsiveness toward primary caregivers Participates in interactions Initiates contact with regular caregivers Establishes and maintains rhythmic interactions with caregiver	Begins to solidify relationships with adults Reacts differently toward familiar and unfamiliar adults Demonstrates increasing responsiveness in interactions with others Begins to take turns with caregiver during play	Continues to need the emotional security of a trusted adult Continues to show caution around unfamiliar adults Demonstrates increased reciprocity in relationships with adults	Trusts and interacts comfortably with familiar adults Establishes relationships with consistent adults other than primary caregiver Begins to imitate or portray roles and relationships

**DOMAIN 1 ▶ Beginning to Know About Ourselves and Others**

**Component 4 ▶ Relationships with Peers**

The infant/toddler uses beginning social skills with other children.

**Indicators**

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows awareness of other children Begins to interact with peers Shows enjoyment in interaction with other children	Begins to relate to other children Demonstrates interest and enjoyment in interactions Exhibits prosocial behaviors Demonstrates beginning interaction skills with peers	Demonstrates increased interest and frustration with other children Acts on increased awareness of other children's feelings Demonstrates increasing interaction skills with peers	Demonstrates ability to interact with an increasing number of children Uses beginning negotiation skills with other children Begins to use words in social situations with peers Participates positively in activities with more than one other child

2-year-old is starting to sing along to favorite songs.

**DOMAIN 2 ▶ Beginning to Communicate**

**Component 7 ▶ Early Literacy**

The infant/toddler begins to develop the foundations for early literacy.

**Indicators**

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
<p>Shows interest in books, pictures, songs, and rhymes</p> <p>Explores books as objects</p> <p>Responds to rhythmic language in rhymes and songs</p> <p>Begins to develop eye-hand coordination</p> <p>Manipulates materials with increasing precision</p>	<p>Begins to participate in stories, songs, and fingerplays</p> <p>Explores books with interest</p> <p>Listens to stories for a short period of time</p> <p>Experiments with grasp using a variety of writing tools</p> <p>Scribbles spontaneously using large circular motions</p>	<p>Participates in stories, songs, and fingerplays</p> <p>Begins to develop imitative reading</p> <p>Responds to early literacy activities</p> <p>Explores writing as a means of communication</p>	<p>Initiates and participates in stories, songs, and fingerplays</p> <p>Begins to follow what happens in a story</p> <p>Shows awareness of pictures and symbols in print</p> <p>Demonstrates understanding that written symbols have meaning</p> <p>Starts to use own drawings to represent objects and ideas</p> <p>Expresses creativity using skills for writing</p>

**Note:** Refers to mode of communication most familiar or appropriate for the child: primary language, English, sign, etc.



Your turn! Think of a developmental skill a child you work with has recently accomplished.



Chat Waterfall: Type a brief description of this skill and the age of the child in the chat (no names). Do NOT hit enter until the facilitator gives the cue. We will all hit enter at the same time and see a “waterfall” of developmental skills.



Up Next: After this session, look for the developmental skill you named in the Early Learning Guidelines. How can you use the ELGs to support a conversation with that child’s family about related skills and additional supports?

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# Next steps for the Infant Toddler Early Learning Guidelines